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ABSTRACT

A program to train volunteer teachers of English to speakers of other languages (ESOL) is described and evaluated. The program was designed to enrich skills for teaching listening, reading, and speaking, and increase volunteers' appreciation and understanding of the multicultural backgrounds of the students in one adult basic education center. The instructional skills component consisted of training in use of a computer program for students with reading disabilities. The multicultural component consisted of five workshops on these topics: multiculturalism in general; celebration of Christmas around the world in music and dance; Asian languages and cultures; Spanish language and cultures; and Portuguese culture. This report summarizes the two program components and results of pre- and post-tests of the volunteer trainees, provides data on the population served by the center, includes substantial bibliographies on the cultures treated in the program and documents and instructional materials used in program implementation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 386 959

TEACHING STRATEGIES FOR ESOL VOLUNTEERS

A. Using the Unisys Computers to Teach ESOL

B. Multiculturalism in the 1990's Workshops

Authors: Sister Mary Ellen Eckardt, IHM, Ph.D, Director
Mrs. Maria Beckert, M.A.
Sister Mary Mark Paulkowski, M.A.
Mrs. Karen Hadalski, M.A.

(All above formed Committee for the Multiculturalism in the 1990's series of workshops)

Miss Adrienne Harris, Special Projects Manager of Unisys Corporation, presented the first part of the Teaching Strategies workshop. This was a two-day hands-on computer instruction workshop for volunteer teachers of the Center.

This report covers the period from July 1, 1992 to June 30, 1993.

The IHM Literacy and GED Center
425 West Lindley Avenue
Philadelphia, PA 19120
Telephone: (215)457-2232

Federal grant amount $5,000 Project No. 99-3065

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ABSTRACT PAGE

Title: Teaching Strategies for ESOL Volunteers

Project No.: 099-3065 **Funding:** $5,000.00

Project Director: Sister Mary Ellen Eckardt, IHM **Phone No.:** (215) 457-2232

Agency Address: 425 West Lindley Avenue, Phila., PA 19120

Description: This program for volunteer teachers provided enrichment in the teaching of ESOL skills and increased appreciation and understanding of the multicultural backgrounds of the students attending the IHM Literacy and GED Center. The teaching and learning of listening, reading and speaking skills through hands-on use of the Autoskill Subskills Program complemented the cultural enrichment offered by five sprcialists throughout the year.

Objectives: To offer a program in Staff Development Training for the volunteer faculty teaching ESOL courses to multicultural-multiethnic adults who need to learn English and become acquainted with the mores of their new country.

Target Audience: The Audience for this multilingual/multicultural staff development course were the ESOL teachers of adults from 48 countries. Few of the 62 volunteer teachers and tutors who constitute the faculty of the IHM Literacy and GED Center had specific training for teaching ESOL or discussing the cultures in a multicultural program.

Product(s)--if applicable:

N/A

Method(s) of Evaluation: The comparison of the pretest and posttest results of the Unisys Autoskill Component Reading Subskills Program provided evaluation of the Reading Courseware Training Program. Interviews, follow-up discussions, and evaluatiion sheets distributed after each of the five workshops on cultures offered gave evidence of the multicultural enrichment of the teachers. Evaluation of the teacher's personal reaction to the instructional materials, textbooks, workbooks, video-cassette presentations was gleaned through teacher surveys and workshop assessment forms.

Findings: The hands-on approach proved to be the most effective way to instruct volunteer teachers in the use of the Autoskill Program. The teachers had a better understanding of value of the auditory-visual program. They could clearly understand why this program is an excellent method for inexperienced teachers to use in teaching the basic skills to ESOL students: listening, speaking, reading, and writing. The volunteer teachers attending the workshops on Multiculturalism concluded that they will have a broader and better knowledge of the adult students they are teaching as a result fo their participation in the workshops.

Conclusions:

The major conclusions of the Teaching Strategies for ESOL Volunteers-report are:

1. volunteer teachers of ESOL should receive hands-on training in the use of both hardware and software in modern technology.
2. presenters who know and understand the cultures of the Asians, the Hispanics, and the Portuguese can give the most practical suggestions to classroom teachers who offer courses to adults from these countries.

Descriptors: **(To be completed only by AdvancE staff)**

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B. Teacher Survey

C. Workshop Assessment Form

D. Ways of Empowering Minority Students

E. Multicultural Training Recommendations

D. INTRODUCTION:

1. This project was developed to foster an appreciation of a volunteer faculty for the use of technology in teaching ESOL to the multicultural community represented in the enrollment of the IHM Center. The Unisys computers, the file server, and the Autoskill program were donated to the Center, but many of the teachers were not familiar with their great advantages for teaching ESOL. The increasing diversity in the surrounding urban population demanded that we try to educate our teachers and tutors to appreciate other cultures.

2. The time frame for the project was one year from July 1992 to June 30, 1993. The first workshop was offered for two days in July of 1992. Five Multicultural workshops were offered every other month from November 1992 to May 1993.

Mrs. Adrienne Harris presented the two-day hands-on workshop on the Unisys computers. Invited specialists offered workshops on the various cultures represented in the multicultural adult student enrollment of the IHM Center.

Multiculturalism in general was offered by Dr. Ernestyne Adams; the cultures featured in the multicultural series were the Asians, the Hispanics, and the Portuguese. The Center's Christmas Program, Celebrating Christmas Around the World in Music and Dance, highlighted the richness of cultures of Pakistan, Ireland, Puerto Rico, India, and Laos.

3. The staff and other personnel were Sister Mary Ellen Eckardt, IHM, Ph.D, Director; Mrs. Maria Beckert, M.A., Assistant Director; Sister Mary Mark Psulkowski, IHM, M.A.; and Mrs. Karen Hadalski.

4. The audience for whom the programs were planned was the volunteer teachers at the IHM Center in both morning and evening classes. The adult students came from thirty-three countries of Africa, Asia, Europe, and North and South America. The major linguistic groups represented in the IHM Center Programs are Hispanic, Portuguese, Brazilian, Vietnamese, Southeast Asian, and Asian Indians.

5. Dr. John Christopher, Director
Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
6th Floor, 333 Market Street
Harrisburg, PA 17126-0333

E. Report

a. STATEMENT OF PROBLEM: The faculty of volunteer teachers needs courses that will expand and enhance their expertise in teaching ESOL (English for Speakers of Other Languages) courses and their understanding and appreciation of the cultures of the adults in the Center's enrollment.

b. GOALS AND OBJECTIVES: The courses concentrated on the teaching of the English skills of listening, speaking, reading, and writing to non-English speakers. Understanding and appreciation of the many cultures of the adult students was increased through lectures, video-cassettes, tapes, films, and follow-up discussions.

C. PROCEDURES: This program addressed three areas of need cited as priorities by the State: English to Speakers of Other Languages (ESOL) sometimes referred to as English as a Second Language (ESL), Education for multicultural populations, and Computer-assisted instruction.

The Component Reading Subskills Program includes computer-assisted instruction. In accordance with several current theoretical issues it addresses problems related to reading disabilities of all types. The approach to remedial training used in this Program involves the development of training programs specific to different subtypes of reading disabilities. The programs have been developed for the oral reading (Type O); intermodal-associative (Type A); and the sequential (Type S) subtypes of reading disability. An important feature of this training program involves the automaticity theory which proposes that the component skills for reading letters, syllables and words must be overlearned to a level of rapid automatic responding so that higher levels of reading such as comprehension can be attained. The programs also incorporate a combination of the task-analytic and process-oriented models.

The program has helped volunteer teachers

- to develop strategies in teaching ESOL Skills of understanding, listening, speaking, reading, and writing English to non-English speaking adults
- to develop and increase understanding of various

cultures of their adult students

Five staff development workshops, one every other month concentrated on the language and culture of a particular group of adult students at the IHM Center. The first workshop was a presentation on the development of multiculturalism in the 1990's. Dr. Ernestyne Adams of Temple University made this presentation.

The first cultures highlighted after Multiculturalism were those of "The Asians" offered by Brother Francis Tri Van Nguyen, F.S.C., Ph.D. Included in this lecture and discussion were the Vietnamese, the Chinese, the Koreans, the Cambodians, and the Laotians.

Because of the heavy enrollment from the Caribbean and Central and South America, the second staff meeting treated the Spanish language and cultures. Mrs. Maria Beckert, M.A., of the IHM Board of Directors and a native Peruvian, was the presenter of the Hispanic Cultures.

The presentation was an overview of the demographics of the Hispanic population the United States and most specifically, of the two local communities in Philadelphia which the Center serves. The basic objectives were to broaden the teachers' sensitivity in dealing with Hispanics and to provide multicultural recommendations for classroom settings.

In the final presentation, Dr. Diamantino Machado traced the history of the Portuguese people from the Roman era to the

present. He cited the contributions of the Portuguese in the development of Western Culture. In the second part of the question-and-answer session he explained the effects of the geographic proximity to Spain and the influence of the Portuguese government in impeding the development of modern Portugal.

The response of the IHM faculty was very positive with at least forty teachers and tutors attending every workshop. Workshop evaluation sheets were distributed after each session and a teacher's survey was completed after all five workshops. (Samples of these have been enclosed.) As a result of the survey, we are planning to expand and continue the Multicultural Workshop series.

CONCLUSIONS:

1. The hands-on workshop on teaching ESOL could have been scheduled for a longer period of time; two days was not a long enough period. However, the hands-on approach was the most effective and well appreciated by the volunteer teachers participating.

2. Having presenters who understand the cultures of the Asians, Hispanics, and the Portuguese was a most enriching experience for all the volunteer teachers. These introductory workshops drew such an enthusiastic response that the teachers asked for further development in future presentations.

3. Cultures which can be the subject of future Multicultural workshops are the Caribbean Countries, the Koreans, the Peruvians, the Colombians, and the Laotians.

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COUNTRIES REPRESENTED AT IHM LITERACY and GED CENTER
at INCARNATION
SUMMER SEMESTER 1992

Algeria	1	Korea	9
Bolivia	3	Laos	1
Brazil	5	Mexico	2
Cambodia	3	Pakistan	3
China	4	Peru	1
Colombia	25	Phillipines	2
Costa Rica	1	Portugal	14
Dominican Republic	2	Puerto Rico	8
Ecuador	1	Romania	1
France	1	Santa Domingo	3
Guatemala	3	Ukraine	1
Haiti	6	United States	12
Honduras	5	Uruguay	1
India	1	Venezuela	1
Jamaica	1	Vietnam	19

No. of Students:	140
No. of Countries:	30
No. of Teachers & Tutors	24

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SUMMER SEMESTER 1992

Bangladesh	2	Jamaica	4
Columbia	2	Korea	2
China	1	Mexico	2
Eritrea	9	Peru	1
Ethiopia	5	Poland	2
Guinea	1	United States	11
India	1	Vietnam	1
Indonesia	1		

TOTAL OF STUDENTS: 45

TOTAL OF COUNTRIES: 15

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FALL SEMESTER 1992

Afghanistan	1	Haiti	12
Albania	2	Honduras	8
Angola	1	Indonesia	1
Argentina	1	Jordan	1
Bolivia	1	Korea	14
Brazil	20	Laos	9
		Liberia	1
Cambodia	8	Mexico	5
Canada	1	Nicaragua	3
China	9	Pakistan	12
Colombia	46	Peru	14
Costa Rica	1	Portugal	20
Cuba	5	Puerto Rico	26
Dominican Republic	2	Ukraine	2
Ecuador	1	United States	18
El Salvador	2	Uruguay	1
Guatemala	2	Vietnam	19

NO. OF STUDENTS	269
NO. OF COUNTRIES	33
NO OF TEACHERS & TUTORS	37

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FALL 1992

Bangladesh	2
China	1
Colombia	2
Eritrea	12
Ethiopia	9
Guinea	1
Indonesia	10
Jamaica	1
Korea	2
Mali	1
Mexico	4
Peru	1
Poland	2
Taiwan	1
Thailand	1
United States	11
West Indies	1
NO. OF STUDENTS	63
NO. OF COUNTRIES	18
NO. OF TEACHERS AND TUTORS	18

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SPRING SEMESTER 1993

COUNTRIES REPRESENTED AT IHM LITERACY AND GED CENTER

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Albania	2	Korea	14
Angola	2	Laos	8
Argentina	1	Liberia	1
Brazil	11	Mexico	2
Cambodia	7	Nicaragua	6
Canada	1	Pakistan	13
China	8	Peru	11
Colombia	47	Portugal	17
Cuba	4	Puerto Rico	12
Dominican Republic	5	Romania	2
Ecuador	3	Spain	1
El Salvador	3	Ukraine	2
Germany	1	United States	29
Guatemala	1	Uruguay	1
Haiti	14	Vietnam	42
Honduras	6	West Indies	2
India	2		

NO. OF STUDENTS	293
NO. OF COUNTRIES	35
NO. OF TEACHERS AND TUTORS	34

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SPRING SEMESTER 1993

COUNTRIES REPRESENTED AT IHM CENTER AT ST. FRANCIS DE SALES

Bangladesh	2	Mali	1
China	1	Mexico	5
Colombia	3	Peru	1
El Salvador	3	Poland	2
Eritrea	13	Russia	1
Ethiopia	14	Sudan	1
Ghana	1	Taiwan	1
Guinea	1	Thailand	1
Indonesia	9	United States	13
Ivory Coast	2	Vietnam	1
Jamaica	1	West Indies	1
Korea	2		

NO. OF STUDENTS	80
NO. OF COUNTRIES	23
NO. OF TEACHERS AND TUTORS	16

USING THE UNISYS COMPUTERS TO TEACH ESOL

Follow-Up of the Effectiveness

Table 5.3
Subtests in the Autoskill CRS Program Test Program

Oral Reading Procedure	Auditory-Visual Matching Procedure	Visual Matching Procedure
* letter names	letter names	letter names
letter sounds	letter sounds	
** cv-vc syllables	cv-vc syllables	cv-vc syllables
cvc syllables	cvc syllables	cvc syllables
cvc words	cvc words	cvc words
cvvc syllables	cvvc syllables	cvvc syllables
cvvc words	cvvc words	cvvc words
cvcv syllables	cvcv syllables	cvcv syllables
cvcv words	cvcv words	cvcv words
ccvc syllables	ccvc syllables	ccvc syllables
ccvc words	ccvc words	ccvc words
cvcc syllables	cvcc syllables	cvcc syllables
cvcc words	cvcc words	cvcc words

Conditions: Simultaneous presentation of sample item and choices, 15 trials per subtest, 10 sec. latency limit per trial, 0 sec. inter-trial interval.

* both upper-and lower-case letters
c=consonant, v=vowel

Table 5.4
Summary of information obtained from the WRAT-R, G-E, SPIRE, and QASOR tests

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WRAT-R

Reading Subtest (word-recognition)
Grade level Equivalent
Standard Score

G-E

I. Sounds
1. Single Consonants
2. Short Vowel Sounds
3. Common Consonant Combinations
4. Long Vowel Sounds
5. Soft c,g,s; tch dge sounds
6. Common Vowel Combinations
7. Combinations of Vowel with R
Total Percentage

II. Words
1. Closed Syllables - Single Consonants, e.g. can
2. Closed Syllables - Consonant Combinations, e.g. chest
3. Silent E and Open Syllables, e.g. tame
4. Soft c,g,s; tch, dge, e.g. cent, rage, catch
5. Vowel Team Syllables,, e.g. toil
6. Vowel R Syllables, e.g. cart
7. Words with Easy Endings, e.g. s, ed, ing, er, est, y
8. Common Suffixes, e.g. candle, nation
9. Multisyllabic words
Total Percentage

SPIRE

1. Reading Text at the Word Recognition Grade Level
Paragraph read aloud: reading rate, retention, comprehension
Paragraph read silently: reading rate, retention, comprehension

2. Reading Text at the Projected Reading Grade Level
Paragraph read aloud: reading rate, retention, comprehension
Paragraph read silently: reading rate, retention, comprehension

QASOR

1. Cloze passage at the Word Recognition Grade Level
meaning, graphic sense, rate.

2. Cloze passage at the Projected Reading Grade Level
meaning, graphic sense, rate.

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MULTICULTURALISM IN THE 1990's

November 17	Multiculturalism Dr. Ernestyne James Adams, Associate Professor of Sociology at Temple University
December 15	Celebration of Christmas Around the World in Music and Dance Countries Represented: India, Ireland, Laos Pakistan, and Puerto Rico
January 27	Asian Cultures Brother Francis Tri Van Nguyen, FSC, Ph.D, Associate Professor Director of Sociology Program La Salle University
March 11	Hispanic Cultures Maria Beckert, M.A. Support Teacher in the John Welsh Elementary School ESOL Teacher in IHM Literacy Program
May 13	Portuguese Culture Dr. Diamantino Machado Associate Professor Sociology Department La Salle University

All workshops offered at the IHM Center
425 West Lindley Avenue
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6:30 to 8:30 p.m.

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MULTI-CULTURAL WORKSHOPS 1992-1993

SPANISH-SPEAKING COUNTRIES (15 COUNTRIES)		
HISPANICS		118 Enrolled
Argentina	1	
Bolivia	1	
Colombia	46	
Costa Rica	1	
Cuba	5	
Dominican Republic	2	
Ecuador	1	
El Salvador	2	
Guatemala	2	
Honduras	8	
Mexico	5	
Peru	14	
Nicaragua	3	
Puerto Rico	26	
Uruguay	1	
PORTUGUESE (3 COUNTRIES)		41 Enrolled
Angola	1	
Brazil	20	
Portugal	20	
ASIANS (7 COUNTRIES)		72 Enrolled
Cambodia	8	
China	9	
Indonesia	1	
Korea	14	
Laos	9	
Pakistan	12	
Vietnam	19	
NON-ENGLISH SPEAKING COUNTRIES (4 COUNTRIES)		8 Enrolled
Albania	2	
Ukraine	2	
Liberia	1	
Jordan	3	
ENGLISH-SPEAKING COUNTRIES (2 COUNTRIES)		19 Enrolled
United States	18	
Canada	1	
FRENCH-CREOLE SPEAKING COUNTRY (1 COUNTRY)		12 Enrolled
Haiti	12	

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Adams, E.J., DSW, LSW

Multicultural Education

Description of the Workshop

It is probable that most people would agree that intolerance of difference is a primary factor which interferes with interaction among human beings. Differential socialization contributes to such intolerance. This workshop assumes that intergroup understanding and acceptance of differences do not occur just because we want them to. Such learning cannot be left to chance; "teachable moments" must be created. There are three basic assumptions in which the context of the workshop is grounded:

1. In contemporary U.S. society, it is almost impossible for an individual to be socialized without an awareness of cultural differences and of the social valuations accorded these differences;

2. Teachers and counselors, as socializing agents, bring to the teaching-learning process their own cultural education; and

3. Learning new attitudes and feelings and unlearning familiar, traditionally harmful attitudes and feelings about others and oneself can occur through the intellectual exploration of experience.

Workshop Objectives

Knowledges and Understandings

1. To understand the dynamics of differential socialization based on cultural differences;

2. To learn the nature of dominant culture in order to clarify one's own cultural preferences; and

3. to understand the distinctions between prejudice, discrimination, stereotypes, and ethocentrism.

Attributes and Appreciations

1. To internalize the meaning of cultural consciousness and cross-cultural awareness;

2. to be convinced that communication among persons of different cultural backgrounds can be blocked by culturally conditioned assumptions made about each other's behaviors and cognitions; and

3. To foster attitudes that can help convert anger, denial, guilt, and paternalism into commitment and knowledge needed to combat the effects of cultural conditioning.

Abilities

1. To use accurately terms essential in understanding cultural conditioning;

2. To recognize that socializing agents (like teachers and counselors) bring feelings about race, ethnicity, and religion to the teaching-learning process;

3. To distinguish accurately between myth and fact;

4. To use culturally-sensitive reasoning skills; and

5. To locate and gather information that fosters intercultural competence.

Methods

Almost every participant in a workshop that concerns race and culture enters the experience with strong feelings about self and others. These feelings can serve to facilitate learning or to sabotage trust. Thus, the creation of an acceptable teaching-learning climate is essential. The workshop emphasizes active involvement and interpersonal interactions. Participants are expected to respond sensitively and with respect to each other while at the same time to engage in critical dialogue. A substantial amount of the work time will be done in small groups. Strategies and materials such as visuals, role-playing, and open-ended situations will be used.

CULTURAL DIVERSITY AND LEARNING

Culture structures the ways individuals perceive (objects, people, ideas), think, behave, and respond (Wasserman, 1971). Culturally different groups have developed strategies to cope with environmental, social, economic, and political demands (Ogbu, 1988). Knowledge, definition, and descriptions of the unique qualities and differences of diverse urban student populations (learners) provide a perspective for focusing on human functions and interactions at multiple levels of educational systems and are necessary components of any effort to redesign schooling.

Definitions

Culture can be defined in the following ways:

- Ideations, symbols, behaviors, values, and beliefs that are shared by a human group. Programs for adapting to the environment (Banks, 1989).
- The knowledge, ideas, and skills that enable a group to survive (Bullivant, 1989).
- A problem-solving process in which members of a social group (society) engage collectively in response to the demands of their environment (physical, social, and spiritual), resulting in shared patterns of ways of resolving problems of existence in the context of time and space (Avery, 1992).
- Language is a cultural product subject to unique laws and principles and general properties of mind (Chomsky, 1972).
- Cultural transmission is an outcome of the socialization process, i.e., the match between a "support system" in the social environment and an "acquisition process" in the learner (Bruner, 1985).

DIFFERENTIAL SOCIALIZATION AND LEARNING

ETHNIC IDENTITY

The objectives of this exploration are: 1) to clarify the dynamics of differential socialization; 2) to clarify one's own perceptions of his/her cultural background; and 3) to understand how one relates perceptions to one's sense of ethnic identity.

In your learning cluster, pursue the following steps.

1. Identify your family origins as far back as you can trace specific ancestors.

2. Why and how did your ancestors come to this country? Explore their motivations.

3. When your ancestors arrived here, how did their ethnic background influence how they were perceived and treated by others? Describe both a disadvantage and an advantage your ancestors may have experienced because of their ethnicity.

4. Look at the ethnic advantages you listed. Name any specific privileges, advantages, or family strengths that you or your family members have enjoyed because of your family ethnic identity.

5. In two sentences name your ethnic background and describe one personal benefit you think is important and you enjoy as a consequence of that identity.

THE ASIANS

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——— *A Long Way from Home.* Philadelphia: Westminster Press, 1980.

Kien, a Vietnamese teenager, has difficulty adapting to his new life in the United States. He leaves the home of his adoptive parents and goes to live in a Vietnamese fishing village.

Wei, Tam Thi Dang. *Vietnamese Refugee Students: A Handbook for School Personnel.* 2d ed. Cambridge, Mass.: National Assessment and Dissemination Center for Bilingual/Bicultural Education, 1980.

This is an excellent first reference for teachers of Vietnamese students. The author provides background information on Vietnamese culture and describes educational practices. Areas of possible cultural conflict between Vietnamese students and American teachers are identified and promising ways for resolving them are described.

Wright, Mary Bowen. "Indochinese." In *Harvard Encyclopedia of American Ethnic Groups,* edited by Stephan Thernstrom, Ann Orlov, and Oscar Handlin. Cambridge: Harvard University Press, 1980.

This article provides a brief overview of the history and settlement of the Indochinese refugees in the United States.

FOR FURTHER INFORMATION

Frank Ching. *900 Years in the Life of a Chinese Family.* New York: William Morrow, 1988.

A journalist of *The Wall Street Journal* traces his ancestry through many generations, offering a biographical tour of Chinese history.

Roger Daniels. *Asian America: Chinese and Japanese in the United States since 1850.* Seattle: University of Washington Press, 1988.

A historical analysis of two of our largest Asian American minorities.

Francis L. K. Hsu. *The Challenge of the American Dream: The Chinese in the United States.* Belmont CA: Wadsworth, 1971.

This book is especially strong in its treatment of the Chinese backgrounds of the life of Chinese Americans.

Ivan H. Light. *Ethnic Enterprise in America: Business and Welfare Among Chinese, Japanese, and Blacks.* Berkeley: University of California Press, 1973.

Light gives an exhaustive account of the differences in entrepreneurship among Black, Chinese, and Japanese Americans. He also discusses the development and importance of a cohesive ethnic community.

Stanford M. Lyman. *Chinese Americans.* New York: Random House, 1974.

The best sociological study of Chinese Americans, this book deals not only with the Chinese backgrounds, but with the anti-Chinese movement, the Chinatown ghetto, and the rebelliousness among youths.

Stanford M. Lyman. *Chinatown and Little Tokyo.* Millwood, NY: Associated Faculty Press, 1986.

A useful comparison of Chinese and Japanese immigrants to the United States with emphasis on social organizations and kinship patterns.

Ruthanne Lum McCunn. *Chinese American Portraits.* San Francisco: Chronicle Books, 1988.

In this excellently illustrated book are profiled Chinese Americans who reflect their diversity, ranging from railroad baron to cowboy to immigrant.

Bernard P. Wong. *Chinatown: Economic Adaptation and Ethnic Identity of the Chinese.* New York: Holt, Rinehart and Winston, 1982.

Anthropologist Wong provides a detailed, systematic view of New York City's Chinatown emphasizing its occupational and family structure.

Jade Snow Wong. *Fifth Chinese Daughter.* New York: Harper and Row, 1950.

In a vivid autobiographical account of growing up in San Francisco's Chinatown from the 1920s to 1940s, Wong underscores the difficulty of reconciling the conflicts between one's own culture and that of dominant society.

Cheng-Tsu Wu. *Chink!* New York: Meridian, 1972.

This documentary history of anti-Chinese prejudice has a fine concluding chapter outlining the extent of hostility.

BEST COPY AVAILABLE

Masie Conrat and Richard Conrat. *Executive Order 9066*. Los Angeles: California Historical Society, 1972.

The Conrats have constructed a very moving photographic essay of the relocation and internment of the Japanese Americans.

Roger Daniels. *Asian America: Chinese and Japanese in the United States since 1850*. Seattle: University of Washington Press, 1988.

A balanced, authoritative look at two race minorities who have experienced success and continued bigotry.

Roger Daniels. *Concentration Camps U.S.A.: Japanese Americans and World War II*. New York: Holt, Rinehart and Winston, 1972.

Daniels gives a detailed account of the evacuation, the camps, and the post World War II period.

Deborah Gesensway and Mindy Roseman, eds. *Beyond Words: Images From America's Concentration Camps*. Ithaca: Cornell University Press, 1987.

The editors have gathered a vivid collection of paintings by internees.

Audrie Girdner and Anne Loftis. *The Great Betrayal: The Evacuation of the Japanese-Americans During World War II*. New York: Macmillan, 1969.

This book is the most detailed single-volume account of the evacuation. The authors very briefly examine the pre- and post-World War II life of Japanese Americans.

William Minoru Hohri. *Repairing America: An Account of the Movement for Japanese-American Redress*. Pullum: Washington State University Press, 1988.

A summary of the testimony that led to the presidential apology and payment of $20,000 to each surviving evacuee.

Bill Hosokowa *JACL in Quest of Justice*. New York: William Morrow, 1982.

A well-illustrated, detailed account of the Japanese American Citizens League (JACL) from its founding through its efforts to gain reparations in the 1980s.

Japanese American Evacuation and Resettlement Study.

This six-year study (1942-1948) based at the University of California, produced the most detailed report on the camps and was published in three volumes by the University of California Press. They are: *The Spoilage*, by Dorothy S. Thomas and Richard S. Nishimoto (1946), *The Salvage*, by Thomas (1952), and *Prejudice, War, and the Constitution*, by Jacobus ten Broek, Edward N. Barnhart, and Floyd W. Matson (1954).

Harry H. L. Kitano. *Japanese Americans: The Evolution of a Subculture*, 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1976.

Kitano gives a thorough review of Japanese Americans with unusually detailed coverage of such aspects of contemporary life as family, cultural beliefs, mental illness, and crime. A chapter is devoted to Japanese in Hawaii. The author graduated from high school while in the Topaz evacuation camp.

Tule Lake Committee. *Kinenhi: Reflections on Tule Lake*. San Francisco: Tule Lake Committee, 1980.

A richly illustrated paperback that provides not only historical views of the controversial camp but also a glimpse of Japanese Americans returning to the site today.

Yoshiko Uchida. *Desert Exile*. Seattle: University of Washington Press, 1982.

A chronicle of life in an evacuation camp written by someone who experienced the hardships of the camps and the recovery that followed.

Government Documents

The federal government carefully recorded the relocation from beginning to end. Documents can be consulted that were issued by these now-defunct agencies: War Agency Liquidation Unit, War Relocation Authority (both of the Department of the Interior), the Western Defense Command (Army), and the Select Committee Investigating National Defense Migration (House of Representatives, 1942). Still another source is the Commission on Wartime Relocation and Internment of Civilians, which met in the 1980s.

Fred Cordova. *Filipinos: Forgotten Asian Americans.* Dubuque, IA: Demonstration Project for Asian Americans, 1983.

A 232 page pictorial essay developed for the Demonstration Project for Asian Americans, covering the earliest immigrants of the eighteenth century through the 1960s.

Robert W. Gardner, Bryant Robey, and Peter C. Smith. *Asian Americans: Growth, Change, and Diversity.* Washington, DC: Population Reference Bureau, 1985.

A concise (44 pages) demographic and social picture of contemporary Asian Americans.

Won Moo Hurh and Kwang Chung Kim. *Korean Immigrants in America: A Structural Analysis of Ethnic Confinement and Adhesive Adaptation.* Rutherford, NJ: Fairleigh Dickinson University Press, 1984.

Besides presenting the results of the author's empirical research in the Korean American communities in Chicago and Los Angeles, this book offers theoretical and historical insights into this fast growing group.

Harry H. L. Kitano and Roger Daniels. *Asian Americans: Emerging Minorities.* Englewood Cliffs, NJ: Prentice Hall, 1988.

This book provides an overview of all the major Asian American groups, drawing upon the latest available sociological research.

John F. McDermott, Jr., Wen-Shing Tseng, and Thomas W. Maretzki, eds. *People and Cultures of Hawaii.* Honolulu: University of Hawaii Press, 1980.

Twelve articles provide an in-depth look at the major racial groups forming contemporary Hawaiian society.

Linda S. Parker. *Native American Estate: The Struggle over Indian and Hawaiian Lands.* Honolulu: University of Hawaii Press, 1989.

Parker, an attorney and a Cherokee, provides the similarities and differences between land claims of native Hawaiians and the American Indians.

Antonio J. A. Pido. *The Filipinos in America.* New York: Center for Migration Studies, 1986.

Sociologist Pido offers the most detailed examination of this significant minority group.

Parmatma Saran. *The Asian Indian Experience in the United States.* Cambridge, MA Schenkman, 1985.

A fine analysis of a growing minority in the United States, this book includes ten in depth interviews with representatives of the Asian Indian community.

Stanley Sue and Nathaniel Wagner. *Asian-Americans: Psychological Perspectives.* Palo Alto, CA: Science and Behavior Books, 1973.

An excellent collection of 27 articles on Chinese, Japanese, and Filipino Americans covering ethnic identity, crime and juvenile delinquency, mental illness, and family life.

Amy Tachiki, Eddie Wong, Franklin Odo, and Buck Wong, eds. *Roots: An Asian American Reader.* Los Angeles: Asian American Studies Center, UCLA, 1971.

This is the most thorough and up to date compact source on Asian Americans. The anthology covers subjects historically and sociologically and reflects the various viewpoints (conservative to radical) found in Asian American groups.

Ronald Takaki. *Strangers from a Different: A History of Asian Americans.* Boston: Little, Brown, 1989.

An overview of the historical experiences of the diverse groups among Asian Americans.

Periodicals

Amerasia Journal (1971) is an interdisciplinary journal focusing on Asian Americans. Also useful is the *P/AAWHRC Review* (1981) published by the Pacific/Asian American Mental Health Research Center and The Contemporary Pacific (1989) published by the Center for Pacific Islands Studies. The *Journal of Social Issues* (1973), the *Civil Rights Digest* (1976), *Change* (1989), and the *California Sociologist* (1978) have devoted special issues to Asian Americans. Periodicals presenting contemporary coverage of Asian Americans include *Asian American Review* (1972), *Bridge* (1971), and *Jade* (1974). The *Aloha Aina* is a newspaper that represents the interests of native Hawaiians. *Asian Week*, published in San Francisco, stresses concerns and events in the Chinese American, Japanese American, and Korean American communities.

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For further information

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Barringer, Herbert, Robert W. Gardner, and Michael I. Levin. Asian and Pacific Islanders in the United States. Washington, DC: Population Reference Bureau, 1992.

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Nomura, Gail, et al. Frontiers of Asian American Studies. Pullman: Washington State University Press, 1989.

Takaki, Ronald. Strangers from a different shore: A history of Asian Americans. Boston: Little, Brown and Company, 1989.

Laos

Domen, Arthur J. Laos: Keystone of Indochina. Boulder, CO: Westview Press, 1985.

Stieglitz, Perry. In a little kingdom. Armond, NY: ME Sharpe, 1990.

Pakistan

Feldman, Herbert. Pakistan: an introduction. Hakore: Oxford University Press, 1968.

Nyrop, Richard F. (ed.). Pakistan, a country study. Washington, D.C.: Government Printing Office, 1984.

Wilbur, Donald Newton. Pakistan: its people, its society, its culture. New Haven: HRAE Press, 1964.

Filipino, Koreans, and East Indians

Melendy, H. Brett. Asians in America: Filipino, Koreans, and East Indians. New York: Hippocrene Books, 1981.

Vietnamese

M Freeman, James M. Hearts of Sorrow: Vietnamese-American lives. Stanford, CA: Stanford California Press, 1989.

Rutlege, Paul James. The Vietnames experience in America. Bloomington, IN: Indiana University Press, 1992.

THE HISPANICS

PUERTO RICO

I. EUROPEAN COLONIZATION

A. Ponce De Leon conquered the island and set up the first Spanish settlement in Caparra, 1508.

B. Ponce De Leon became the first governor of Puerto Rico, 1508.

II. INTRODUCTION OF AFRICAN SLAVERY

A. Introduction of African slaves officially granted, 1513.

1. Slavery and free black population in Puerto Rico increased.

B. "Bando Negro" (Black Codes) laws passed, 1847.

1. Death penalty without trial for any slave insulting a white person was called.

C. Free slaves worked for 3 years before they were given their civil rights, 1860.

III. 16TH - 18TH CENTURIES

A. Construction of the Fort of San Felipe del Morro ordered, 1533.

B. French, English, and Dutch pirates and armies attacked Puerto Rico for the next two centuries, 1536.

C. England launched the last attack on the island, 1795.

IV. REFORMS AND CHANGES

A. La Gaceta Official became Puerto Rico's first official newspaper, 1807.

B. Puerto Rico accepted as a province of Spain, 1812.

1. Right to elect a deputy to Spanish Parliament

2. Forming of a local, provincial government consisting of a Governor and 7 members

C. Constitution led to a series of rebellions and protest, 1814.

D. The Ten Commandments of Free Men published; Ramon Emeterio Betances:, 1865

1. Abolition of slavery
2. Right to vote for taxes
3. Freedom of religious worship
4. Freedom of speech
5. Freedom of the press
6. Freedom of trade
7. Right to assemble
8. Right to possess arms
9. Inviolability of the citizen's private life
10. Right to the governed to elect their representatives

E. Rebellion organized on September 23, 1865.

1. Town of Lares seized
2. Puerto Rico proclaimed independence
3. Republican government set up

V. MOVEMENT FOR AUTONOMY

A. Spain granted autonomy to Puerto Rico, 1897

1. Puerto Rico ruled by a governor appointed by Spain, 6 member cabinet elected in Puerto Rico
2. Representation in the Spanish Parliament
3. Consulted about laws that affected its interests
4. Trade permitted between foreign countries

VI. WAR AND INVASION BY THE UNITED STATES

A. Spanish-American war began, April 21, 1898.

B. Invasion of Puerto Rico by American troops, July 25, 1898

C. Paris Peace Treaty signed, December 10, 1898

VII. THE FIRST 30 YEARS OF UNITED STATES RULE

A. Foraker Act adopted, 1900.

1. Declared Puerto Rico a non-incorporated territory of the United States
2. Provided a Resident Commissioner from Puerto Rico in the United States Congress

B. Jones Act adopted, 1917.

1. U.S. citizenship for all Puerto Ricans
2. A Bill of rights
3. A Puerto Rican legislature to be elected by Puerto Ricans
4. All Puerto Ricans to be eligible to serve in the U.S. armed forces

VIII. 1930 - 1950: DECADES OF POLITICAL AND ECONOMIC CRISIS

A. Munoz Marin elected to the Puerto Rican Senate, 1932

1. Organized a new political party, the "Partido Popular Democratico" (Popular Democratic Party)

B. Civil Liberties organizations in the United States condemned the Ponce Massacre.

IX. 1950 - 1970: DECADES OF REFORM & STATUS CONTROVERSY

A. Munoz Marin became the first elected native governor of Puerto Rico, 1948.

B. Law 600 of the 81st Congress signed, giving Puerto Rico the right to draft its own Constitution, 1950.

C. Pedro Albizu Campos, staged an insurrection in various cities, 1950.

D. "Commonwealth" status approved by the Puerto Ricans, 1951

E. New form of government inaugurated known as the "Estado Libre Asociado", 1952

F. The plebiscite on the question of the status of Puerto Rico took place, 1967.

X. 1970 - PRESENT: DECADES OF INDECISION

A. Governor announced that he will hold a plebiscite set for 1991, 1988.

B. President Bush, urged support for plebiscite in his first address to a joint Congressional session, 1989.

MEXICO

I. Spanish Roots

A. Iberia From Roman Times to Moorish Invasion
B. Emergence of Spain in the 15th century

II. Indian Roots

A. Indian Civilizations in Pre-Columbian America
    1. Mayas, Aztecs, Incas
    2. Caribbean Indians

B. Indian Populations and Isolation Factors

III. The Voyage of Columbus

A. Queen Isabella and Columbus
B. The First Voyage in 1492
C. The Columbian Exchange ends Indian isolation

IV. Spanish Conquest of the Americas

A. Caribbean Islands: Hispanola, Cuba, Puerto Rico
B. Cortez and Mexico, 1519-1521
C. Pizzaro and the Incas, 1530-1533

V. African Roots

A. African Cultures and Civilizations
B. African Slavery and the Spanish Colonies
C. Bartolome de Las Casas

VI. Spanish Explorations of the Americas

A. Balboa and the Panama, 1513
B. Magellan and the Pacific, 1519
C. Ponce de Leon and Florida, 1512-1520
D. De Soto and the Mississippi, 1539
E. Coronado and the American Southwest, 1540
F. Cabrillo and the California, 1542

VII. Spanish American Colonies: Culture, Society, and Expansion

A. Our Lady of Guadalupe, 1531
B. Peninsulares, Crillos, Castas, Indios
C. St. Augustine, 1565
D. Catholic Church and Missions
E. De Onate and New Mexico, 1598
F. Fr. Kino and Arizona, 1687
G. Fr. Serra and California, 1769
H. Ranchos and Vaqueros
I. Municipal Government, Land Grants, and Water Law

VIII. Independence and the Spanish American Colonies

A. Fr. Hidalgo and Mexican Independence, 1810
B. Simon Bolivar and San Martin, 1812-1820
C. Toussaint L'Ouverture and Haiti, 1791
D. The United States and Spanish American Independence
E. Iturbide and the Mexican Empire

IX. The Untied States and "Manifest Destiny"

A. The Louisiana Purchase, 1803
B. The Annexation of West Florida, 1810
C. The Alamo and Texas Independence, 1836
D. The War With Mexico, 1846
E. The Treaty of Guadalupe Hidalgo, 1848

X. The New Americans

A. The California Gold Rush
B. The New Mexico Land Grants
C. The Tejanos and Texas

XI. Hispanics and the American Civil War

A. The New Mexico Volunteers in the Union Army
   1. Valverde, Glorietta Pass
   2. Navajo Campaign
B. Admiral David G. Farragut of the Union Navy
C. Santos Benavides (Tejano) and his Confederate Regiment

XII. Decline of Economic and Political Power

A. Losing the land grants in New Mexico, Texas, and California
B. Hispanic Politicos in New Mexico, California, Texas and Colorado: State Constitutions
C. Hispanic Resistance
   1. Juan Cortina of Texas
   2. Las Gorras Blancos of New Mexico
D. Fr. Antonio Martinez and Bishop Lamy of New Mexico

XIII. Hispanic Labor and New Industries

A. Railroads and Colonias
B. Mining and Division of Labor
C. Agriculture

XIV. Migration from Mexico, 1890 - 1930

A. Great demand for Mexican labor in the Southwest
B. Flight from the violence of the Mexican Revolution
C. Constant renewal and dispersal of Hispanic culture in barrios and colonias
D. League of United Latin Americans Citizens, 1929

XV. The Great Depression: Hardship and Progress

A. Growing unemployment feeds demand for immigration restrictions and repatriation of Mexican welfare clients
B. New Deal labor legislation excluded agriculture and many domestic-service workers.
C. Many Hispanic workers join labor unions
   1. Strikes and efforts to organize farm workers
   2. Jesus Pallares and New Mexico mine workers
   3. Mexican American women and the San Antonio Pecan Shellers Strike of 1938

XVI. World War II

A. Hispanic military service
   1. 400,000 Hispanics served in armed forces
   2. Medal of Honor winners
B. Continuing discrimination
   1. "Zoot Suit Riots", Los Angeles
   2. The "Sleepy Lagoon Case", 1942-44

C. New employment opportunities
   1. War industries
   2. Bracero program

XVII. Post War Progress

A. GI Bill provides educational opportunities
B. New political organizations
   1. Hector Garcia and the American GI Forum
   2. Mexican American Political Association
   3. Community Service Organization

XVIII. New Demands and New Leadership

A. Cesar Chavez and California Farmworkers
B. Reies Tijerina and New Mexico Land Grants
C. Corky Gonzales and Denver Crusade for Justice
D. Jose Angel Gutierrez and La Raza Unida (Texas)

XIX. The 1980's: Decade of the Hispanic and Reactions

A. Growth in Population and Political Power
   1. Big City Mayors: Cisneros and Pena
   2. Hispanics in Congress
   3. Over 3,000 Hispanics in Public Office
B. Immigration Reform and Control Act (IRCA) 1986
   1. Restrict illegal immigration
   2. Extend Amnesty to many undocumented residents
C. Official English Movement

XX. National Progress linked to Hispanic Future

A. Need to improve Hispanic educational achievement
B. Need to expand Hispanic employment levels
C. Need to recognize and appreciate Hispanic culture as an integral part of American culture

CUBA

I. CHRISTOPHER COLUMBUS

In 1492, Christopher Columbus arrived on the island of Cuba while searching for a shorter route to India. He claimed the island for Spain. Migration from Spain soon followed in search of gold. Most of the settlers took up farming, growing sugar cane, tobacco and other crops.

II. AFRICAN ROOTS

By 1517, the Spaniards began to import African slaves due to the population decline of Native Indians caused by mistreated and diseases. In the late 1700's, Cuba began to sell its sugar and tobacco crops to the British. These industries depended on hundreds of thousands of slaves. Between 1820 and 1865 African slave trade ended and the sugar revolution gave rise to a new class of rich landowners and slaveholders. Slavery ended in Cuba around 1886.

III. SPANISH-AMERICAN WAR

Spain heavily taxed Cuba for its wars and explorations. Cuba struggled against Spain's control. This was called the TEN YEAR WAR. Jose Marti, known as the Liberator of Cuba, led the revolution for independence in 1895.

By 1898, the United States was heavily involved in the war. Cuba's War of Independence became known as the Spanish-American War. On December 10, 1902, Cuba elected its first president, Thomas Estrada Palma.

Following this period, Cuba had many presidents -- Gerardo Machado, Ramon Grau San Martin, Carlos Prio Socarras and Fulgencio Batista.

IV. 1959 REVOLUTION

After years of Civil War, Fidel Castro took control of the government on January 1, 1959. Castro nationalized all industries and established a Socialist State with diplomatic to the Soviet Union. In 1961, the United States ended all diplomatic ties with Cuba.

Since 1959, hundreds of thousands of Cubans have abandoned their homeland in search of freedom. The U.S. has become the new home for the majority of these refugees.

MULTICULTURALISM IN THE 1990' S

HISPANIC CULTURE WORKSHOP

PUERTO RICO

Acosta -Belén, Edna ed. *The Puerto Rican Woman: Perspectives on Culture, History and Society*. New York: Praeger Press, 1986.

Fitzpatrick, Joseph. *Puerto Ricans: The Meaning of Migration to the Mainland*. Englewood Clifffs, New Jersey: Prentice Hall, 1987.

Jennings, James & Rivera,Monte. *Puerto Rican Politics in Urban America*. Westport Conn.: Greenwood Press, 1984.

Rivera, Edward. *Family Installments: Memories of Growing Up Hispanic*. New York:William Morrow, 1982.

Rodriguez, E. Clara . *Puerto Ricans: Born in the USA*. New York: Unwin Hyman, 1989.

Wagenheim, Kal. *Puerto Ricans in the U.S*. New York: Minority Rights Group, 1983.

Westfried, Alex Huxley. *Ethnic Leadership in a New England Community: Puerto Rican Families*. Cambridge Mass.: Schenkman, 1981.

MEXICO

De La Garza, Rodolfo. *The Mexican American Experience: An Interdisciplinary Anthology*. Austin: University of Texas Press, 1985.

Mirande, Alfredo. *The Chicano Expereience: An Alternative Perspective:* Notre Dame, Ind.: University of Notre Dame Press, 1985.

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Arias, Beatriz. *The Education of Hispanic Americans: A challenge for rthe Future,* Special issue of the American Journal of Education (November, 1986.)

Boswell, Thomas & Curtis James. *The Cuban American Experience* . Totowa, New Jersey : Rowman and Allanhead Publishers, 1984.

Cummings, James . *Literacy Development in Heritage and Language Programs :* Toronto : National Heritage Language Resource Unit, 1984.

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Cummings James. ***Empowering Minority Students: A Framework Intervention.*** Harvard Educational Review 56(1) pp 18-36 February ,1986.

Moore, Joan & Pachon, Harry. ***Hispanics in the United States*** Englewood Clifffs, New Jersey: Prentice Hall, 1985.

Padron Y.N. & Knight, S.L. ***Linguistic and Cultural Influence on Classroom Instructions in Leadership, Equity and School Effectiveness*** Newberry Park, Calif. Sage Publications, 1990.

Sleeter, Christine E. & Grant, Carl. ***An Analysis of Multicultural Education in the United States*** Harvard Educational Review 57(4) pp 421-44 November, 1987

Taylor, D. & C. Dorsey-Gaines. ***A Growing Up Literate: Learning from Inner-City Families*** . Portsmouth, N.H.: Heinenmann) 1988.

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THE PORTUGUESE

June 4, 1993

Sister Mary Ellen Eckardt, IHM, Ph.D.
Director of the IHM Center for Literacy
and G.E.D. Programs
425 W. Lindley Avenue
Philadelphia, PA 19120

Dear Sister Mary Ellen:

As per your request, I am listing below several references on ethnicity and multiculturalism.

Race and Ethnic Relations, by Martin N. Marger, Wadsworth Publishing Co., 1991, second edition, ISBN 0-534-13950-7.

Social Work with Immigrants and Refugees, edited by Angela Shen Ryan, The Hawworth Press, Inc., 1993, ISBN 1-56024-354-6.

The Journal of Multicultural Social Work, Editor: Paul R. Keyes, Ph.D., The Hawworth Press, Inc.

Black Americans, by Alphonso Pinkney, Prentice Hall, 1993, Fourth Edition, ISBN 0-13-034240-8.

Films for the Humanities & Sciences, P.O. Box 2053, Princeton, New Jersey 08543-2053, and Filmakers Library, 124 East 40th Street, New York, NY 10016, sell and rent VHS tapes on Multicultural Studies. Perhaps you could ask them to send you their 1992-93 catalog.

I also recommend the commercial film "El Norte" available at any good video rental store.

If I can be of further assistance, please give me a call.

Sincerely,

Diamantino P. Machado, Ph.D.

Celebrating Christmas

Around the World

in

Music and Dance...

54

1992

CELEBRATION OF CHRISTMAS AROUND THE WORLD

IN MUSIC AND DANCE

IHM LITERACY CENTER	December 15, 1992 Incarnation School Auditorium
INVOCATION	Rev. Msgr. Richard Powers, Pastor
WELCOME	Sister Mary Ellen Eckardt, IHM
MASTER OF CEREMONIES	John Connaire

PAKISTAN

"Rub Ke Howay Shana Hamashia" (God created everything, and we should pray to Him)	Jacob Ditta Shaheen Ditta Nazir Barkat
Tabula (instrument)	Bashir Barkat

IRELAND

Dances	Patricia O'Donnell School of Irish Dancing
Three-hand Jig	Stephanie Longo Katie Breen Elizabeth Manning
Reel	Stephanie Longo
Jig	Elizabeth Manning Katie Breen
Three-hand Reel	O'Donnell Dancers

PUERTO RICO

The Spanish Choir of Incarnation — Javier Rodriguez Director

"Llego la Noche Buena"
"Psalmo 67"
"Niño Lindo"

INDIA

Dance: "Praising the Lord" — Christina Chennat

Christmas song: "Shepherds Going to See the Baby Jesus" — Jennifer Chennat

"When the Spirit Says, I Will Pray" — Anu Thomas and group

LAOS

Dance: "Blooming of the Flower of Laos — Cathy Phanouvang Coordinator

Performed: by:

Southi Sone Phetmoukda
Chantha John Phetmoukda
Lita Sotha
Thuy Van Ton

PUERTO RICO

The Spanish Choir of Incarnation — Javier Rodriguez Director

"Alaba al Señor"
"Corderito"
"Canta Jivarito"

The Sisters of IHM
of the Literacy Center
at Incarnation and
Saint Frances De Sales
wish the staff, the students,
and all our supporters
a Blessed Christmas
and a grace-filled New Year!

I. H. M. LITERACY CENTER

MULTICULTURALISM IN THE 1990'S

TEACHER SURVEY

1. How were you affected by the workshops?

_____

_____

_____

_____

2. How many workshops did you attend ?

_____

3. Have you increased your knowledge about your students' cultural background as a result of the workshops?

YES_____ NO_____

4. What type of cultural awareness was attained as a result of the Multicultural workshops? (explain briefly):

ASIAN _____

_____

SPANISH _____

_____

PORTUGUESE _____

_____

OTHER _____

_____

5. Would you like to see this project expanded and continued in the future?

YES_____ NO_____

I. H. M. LITERACY CENTER

MULTICULTURALISM IN THE 1990'S

WORKSHOP ASSESSMENT

TOPIC_____DATE_____

SITE_____

I. What do you think were the speaker's purposes in presenting this workshop?

II. How effective were they in meeting what you identify as the purpose? (check one)

A._____very successful

B._____successful

C._____somewhat successful

D._____somewhat unsuccessful

E._____unsuccessful

F._____very unsuccessful

III. For purposes of replanning what would you suggest be changed

WAYS OF EMPOWERING MINORITY STUDENTS

-Reflect the vaious cultural groups in the school district by providing signs in the main office and elsewhere that welcome people in the different languages of the community;

-Encourage students to use their L1 around the school;

-Provide opportunities for students from the same ethnic group to communicate with one another in their L1 where possible (e.g. in cooperative learning groups on at least some occasions);

-Recruit people who can tutor students in their L1;

-Provide books written in the various languages in both classrooms and the school library;

-Incorporate greetings and information in the various languages in newsletters and other official school communications;

-Provide bilingual and/or multilingual signs;

-Display pictures and objects of the vaious cultures represented at the school;

-Create units of work that incorporate other languages in additon to the school language;

-Encourage students to write contributions in their L1 for school newspapers and magazines;

-Provide opportunities for students to study their L1 in elective subjects and/or in extracurricular clubs;

-Encourage parents to help in the classroom, library, playground, and in clubs;

-Invite second language learneres to use their L1 during assemblies, prizegivings, and other official functions;

-Invite people from ethnic minority communities to act as resource people and to speak to students in both formal and informal settings.

Taken from, Empowering Minority Students, Jim Cummins, c 1989

MULTICUTURAL TRAINING RECOMMENDATIONS:

-Be aware of diverse learning styles.

-Evaluate your own cultural biases, perceptions, and misconceptions.

-use family and community culture to enhance the performance of every student.

-More than knowing the characteristics of each culture, it is important that you are sensitive towards the impact of culture on the school experience and to adjust the climate accordingly.

-Every student brings something of value to the classroom; it is our job as teachers to recognize, support, and build on those contributions to ensure success.

-Use an outcome-based approach as you would with any other type of teaching. What do we want to know at the end of the lesson?

-Don't forget!! Academic success with cultural respect!!